

# DIOCESE OF NOTTINGHAM INSPECTION SERVICE



## SECTION 48 INSPECTION REPORT

(Section 48, Education Act 2005)

Holy Rosary Catholic Primary School  
Alexandra Road  
Burton upon Trent  
Staffordshire  
DE15 0JE

19<sup>th</sup> October 2011  
(Autumn Term 2011)

**URN: 124327**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>School:</b>	<b>Holy Rosary Catholic Primary School Alexandra Road Burton upon Trent Staffordshire DE15 0JE</b>
<b>Headteacher:</b>	<b>Mr Neil Jinks</b>
<b>Chair of Governors:</b>	<b>Mr John Taylor</b>
<b>Date of Inspection:</b>	<b>19 October 2011</b>
<b>Inspection Team:</b>	<b>Mrs Joan Stannard Mr John Honey</b>
<b>URN Number:</b>	<b>124327</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### Description of the school

Holy Rosary is an average sized primary school serving the parish of the same name. Governors receive many more applications for admission than there are places available. Of the 225 children on roll, 55% are baptised Catholics and the remaining 45% are from other Christian backgrounds. Since the last inspection, there has been a significant increase from 12% to 28% of children from ethnic minority groups, largely Eastern European. The proportion of children speaking English as an additional language is above average. The percentage of children entitled to a free school meal is below average and the same is true of the percentage of children with particular learning needs. At secondary transfer, the great majority of children move on to Blessed Robert Sutton Catholic Sports College.

## Overall effectiveness

Holy Rosary is a good school with outstanding features. The school is inclusive and large numbers of children who have entered the school since the last inspection from Eastern Europe and other minority groups have been well provided for - integration is outstanding. Provision for pupils with particular learning needs is also outstanding. Standards of achievement in Religious Education at the end of key stage 2 are good.

Leaders and managers are clearly committed to the mission of the school and provide good leadership. The Religious Education co-ordinator, in place for one full academic year, is passionate about her work in improving Religious Education. She has provided excellent guidance and is developing assessment effectively. She leads by example in her classroom practice. The Governing Body now needs to recruit additional Foundation Governors and increase skills in order to further support the school in monitoring and school improvement planning. Current Governors are committed and are keen to be more involved in this process. The school provides a good standard of Catholic education for the pupils it serves.

<b>Overall effectiveness</b>	<b>Grade: 2</b>
------------------------------	-----------------

### What does the school need to do to improve further?

- Continue to develop assessment and tracking systems over a period of time to identify areas of strength and weakness to inform planning in Religious Education and to identify groups of pupils who may require intervention.
- Continue to develop the use of a wide range of ICT to inspire children, encourage concentration and promote independence and creativity.
- Develop the skills of the Governing Body, including the induction of new Foundation Governors, to further support school monitoring and improvement.
- Ensure that the quality of marking in Religious Education is consistent throughout the school, both praising good achievement and giving clear suggestions of the ways in which children can improve their work to reach the next level.

## The school's capacity for sustained improvement

The school's capacity for sustained improvement is good. The senior leadership team have clear school improvement plans for Religious Education and the Catholic life of the school. Performance management targets for teachers are linked to these priorities. The Religious Education co-ordinator has a clear vision for sustained improvements. Staff spiritual development is a priority that impacts positively on the Catholic ethos of the school. Since the last inspection, pupils have been given more opportunities to devise and take part in liturgy, exploring a variety of forms of prayer and reflection. Attainment has improved at the end of key stage 2 as a result of higher expectations.

<b>The school's capacity for sustained improvement</b>	<b>Grade: 2</b>
--	-----------------

## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups**

Outcomes for pupils are good. Children are happy in Holy Rosary Catholic Primary School. They respect and care for one another.

Standards of attainment in Religious Education at the end of key stage 2 are good. In all areas of the school, children are keen to offer ideas and co-operate well when working in groups. They generally work at a good pace and are eager to produce their best work. The behaviour of pupils is exemplary.

Children make accelerated progress at the end of key stage 2 that reflects the outstanding quality of teaching they receive. Children's knowledge in Religious Education is good so that by the end of key stage 2, they are beginning to give explanations about how their beliefs influence their lives. There are some examples of high quality and perceptive pieces of work. A strong focus on higher-level skills in all the attainment targets in Religious Education throughout the school will continue to raise attainment.

In the Reception Class, good assessment confirms a varied baseline of knowledge and understanding in Religious Education. Pupils can make the sign of the cross and two children were observed in independent learning, at the liturgy table, with hands together and saying prayers. Progress is good.

Pupil surveys carried out in 2011 through 'Qwizdom' indicate that children enjoy learning in Religious Education. Children also enjoyed using the ICT programme, 'Qwizdom', to support learning and assessment in the topic of 'Signs and Symbols'. The vast majority of children are engaged in their lessons.

Pupils are keen to take part in liturgical celebrations and to take on responsibilities supporting others. They treat each other with consideration, have a strong sense of community and respect the Catholic tradition of the school as seen in the Eucharistic celebration and discussion groups in the classroom.

Children are involved in raising money for charities such as CAFOD, Polio Appeal, Barnados and the Christmas shoe-box scheme. Within the school, older children enjoy responsibility as prayer partners, keeping the library well organised and being part of the liturgy group. The school council operates across the school. Children helped effectively in the orderly running of the school in corridors at the start and end of breaks.

The quality of learning for pupils with particular learning needs is outstanding. Teaching Assistants support those with special educational needs and those with English as an additional language in a positive and effective way throughout the school. For example, translation of information about signs and symbols leading us to Jesus enabled difficult concepts to be understood. The school has included the increasing numbers of children from Eastern Europe fully into their community to the extent that one is now a Governor. One Polish parent praised the school for the welcome and education provided for her child.

The manner in which children respond to and take part in collective worship is outstanding. Children show reverence and actively participate in celebrations. The quality of their singing is good. They are acquiring skills in planning and leading prayer and worship, preparing the hall area, setting up the necessary equipment and writing prayers. The liturgy group is active in achieving this. Children are beginning to organise and lead worship independently and have the skills to enable them to do this. At the end of one lesson there was an excellent spiritual experience for the children when every single child was engaged in reflecting upon the invitation they had received from Jesus. Holy Rosary is keen to develop further opportunities for children to more actively produce their own class liturgies throughout the school.

<b>How good outcomes are for pupils, taking account of variations between different groups</b>	<b>Grade: 2</b>
--	-----------------

## **LEADERS AND MANAGERS**

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

The leadership provided for the development of the Catholic life of the school is good. The commitment to the mission of the Church is plainly evident and shines through in the curriculum provision and through all staff. Governors are very willing to embrace developments and have an earnest desire to introduce new initiatives as appropriate. The new English translation of the Mass generated a very successful period of staff training that was partly delivered by the Parish Priest. One of the five In-Service Training days for staff is given over to spiritual development each year. The School Improvement Plan is an effective tool and religious aspects of the school's work are always featured. A good feature of the plan is its colour coded updates so that progress on achieving targets can easily be seen.

The monitoring and evaluation of the Catholic life of the school is good. Opinions are gathered from most groups, but not yet in a sufficiently developmental fashion. This would enable leaders to promote improvement more effectively. The standard at which school leaders promote community cohesion is outstanding. The extent and quality of links with a whole range of partners is exemplary. There is a very high level of satisfaction among parents for the work that the school is doing and this is confirmed by many more applications for admission than there are places available. Links between parish and school have increased significantly since the last inspection with the school now being used four times a year by the parish. In addition, the school's human resources are being effectively utilised in the church to assist with spiritual formation. Holy Rosary takes a prominent role in promoting strong links with partner Catholic schools and readily seeks the support of Diocese. There is excellent involvement in the community learning partnership and the school has been commended for its work both within the borough and the county. This participation with other groups, from local through national and indeed to international, enables the children to gain a good understanding of others' needs and to value what they have themselves.

The quality of monitoring and evaluation of the provision for Religious Education is outstanding. The RE co-ordinator is passionate about her role and has made an

excellent start. Advice has been sought from the Diocese, systematic observations are being carried out and there is total commitment to raising children's attainment. The Governing Body provides good quality challenge and support for both the Catholic life of the school and for standards in Religious Education. However, whilst there is specific responsibility among Governors for most core subjects, there is an assumption that the parish priest will lead on both Religious Education and on the Catholic life of the school. These two topics should be more formally allocated, and not necessarily to the parish priest. Reports on Religious Education are given in the Headteacher's Report to Governors and at the Governors' Curriculum Committee. There are currently two vacancies among the Foundation Governors. These will need to be filled to ensure that Foundation Governors retain the majority that should exist.

<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>Grade: 2</b>
---	-----------------

<p style="text-align: center;"><b>PROVISION</b> <b>How effective the provision is in promoting Catholic Education</b></p>
---

The school's provision for promoting Catholic Education is good.

The quality of teaching is good overall with outstanding teaching at the end of key stage 2. There is no unsatisfactory teaching. Pupils are keen to learn and make good progress. Where best practice is seen, lessons are linked to the assessment of pupils' prior learning and work is differentiated.

Teachers and other adults have high expectations and the majority use new technology including 'Qwizdom' appropriately to inspire learning and build concentration. Laptops are used to find Bible texts. These were used competently without support. For the youngest children, lessons are physically active to generate interest. In the Reception Class, children learn about signs and use traffic signs in role-play. Staff observe children and make notes to assess understanding and inform the pupil profile.

Pupils are unsure in most classes about how they were doing and feedback is insufficient to provide clear steps for improvement. Marking affirms good work and in some cases relates to success in reaching attainment targets. There was very little evidence seen to indicate developmental points within marking for children to improve their work.

Assessment and academic guidance in Religious Education is good, but levelling of work is at a very early stage. A detailed tracking system is now in place to record levels of attainment and considerable work has been carried out with the Diocese to ensure that levelling of work is accurate. Staff moderate work together. However, as yet there is insufficient data to identify progress made by individual groups and there is no provision to identify areas of strength or weakness across attainment targets for 'Knowledge and Understanding of Religion' or 'Learning from Religion'. Pupils need to have a clearer understanding about what they need to do in order to make further progress in Religious Education.

The 'Here I Am' scheme is used as a foundation for lesson planning. The curriculum provides opportunity for spiritual and moral development through discussion in small groups and reflection. At the end of key stage 1 for example, pupils are able to work together discussing whether certain pictures are signs or symbols and where they can be found. In key stage 2, there was good sharing of what it means to 'let your light shine brightly'. The curriculum could be further enhanced with a range of visitors or visits linked to Religious Education and special themed days in school to enrich moral and spiritual development and make learning memorable. One year group thoroughly enjoyed a team building day at Shugborough.

Within all classrooms and corridors there are attractive religious displays and liturgy tables that reflect the Catholic nature of the school.

The quality of collective worship provided is central to the life of the school and is outstanding. Themes chosen are varied and reflect an understanding of the Church's mission. There is consideration given to different religious beliefs in an appropriate way. Acts of worship are an opportunity for children to display their independent skills in leading prayer and reflection in different ways. Parents are keen to join children and staff in celebrations including Mass and this is actively encouraged through newsletters.

<b>How effective the provision is in promoting Catholic education</b>	<b>Grade: 2</b>
---	-----------------

<b>Common grading scale for all inspection judgements</b>	
<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Inspection Judgements Summary

<b>Overall effectiveness – How effective the school is in providing Catholic education.</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups.	2
How effective leaders and managers are in developing the Catholic life of the school.	2
How effective the provision is in promoting Catholic education.	2
<b>How good OUTCOMES are for pupils, taking particular account of variations between different groups.</b>	<b>2</b>
<b>How well pupils progress and enjoy their learning in Religious Education.</b>	<b>2</b>
Taking into account:	
<i>pupils' standards of attainment in Religious Education;</i>	2
<i>the quality of pupils' learning and their progress;</i>	2
<i>the quality of learning for pupils with particular learning needs and/or disabilities and their progress.</i>	1
<b>The extent to which pupils contribute to and benefit from the Catholic life of the school.</b>	<b>2</b>
<b>How well pupils respond to and participate in the school's Collective Worship.</b>	<b>1</b>
<b>How effective LEADERS AND MANAGERS are in developing the Catholic life of the school.</b>	<b>2</b>
<b>How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils.</b>	<b>2</b>
<b>How effectively leaders and managers promote Community Cohesion.</b>	<b>1</b>
<b>How well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils.</b>	<b>1</b>
<b>The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.</b>	<b>2</b>
<b>How effective the PROVISION is in promoting Catholic education.</b>	<b>2</b>
<b>The quality of teaching and how purposeful learning is in Religious Education.</b>	<b>2</b>
<b>The effectiveness of assessment and academic guidance in Religious Education.</b>	<b>2</b>
<b>The extent to which the Religious Education curriculum meets pupils' needs.</b>	<b>2</b>
<b>The quality of Collective Worship provided by the school.</b>	<b>1</b>